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NEW
GRAMMATICAL METHOD
BY
PROF. S. H. WALDO.

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NEW GRAMMATICAL METHOD

FOR
THE USE OF SCHOOLS.

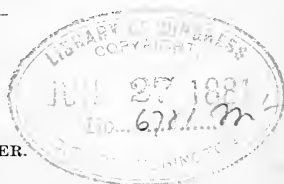
BY
PROF. S. H. WALDO.

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"Vestigia nulla retrorsum."

II.

GENESEO, ILL.
M. SPURLOCK, PRINTER.
1881.



PE IIII
.W33

TO
MY LITERARY FRIENDS,
WHO HAVE ENCOURAGED ME
TO GIVE THE COMMUNITY THIS NEW METHOD
OF STUDYING OUR VERNACULAR TONGUE,
I CHEERFULLY YIELD THE MERIT OF
SHARING ABUNDANTLY IN ANY
EXCELLENCE THAT IT MAY POSSESS.

*Entered according to Act of Congress, in the year 1881, by Prof. S. H. Waldo, in
the office of the Librarian of Congress, at Washington, D. C.*

PREFACE.

It seems strange that we, as a nation, have so signally failed in the production of a Grammar that should happily expound our language to those who would acquire an accurate use of it. Prof. Whitney thinks our language *intrinsically* one of the easiest in the world. But the fact that such a multitude of grammars are thrown upon the public, manifestly indicates that no rational Theory on the subject has been reached and clearly presented to the well-informed portion of the community, notwithstanding all the literary efforts in that direction.

The best teachers in this region have become so dissatisfied with all treatises on the

subject that they reject them all as textbooks, in the usual meaning of that term, and resort to verbal instruction, while referring their pupils to some topics by way of antecedent examination for such exercises. Thus the teachers are displeased with the manner in which the subject is presented by the grammarians, while most scholars are displeased with the thing itself.

Our language is belting the globe by the missionary and the merchant; and the riches of English literature will render it immortal among the educated in all lands. Under these circumstances, how exultant should American youth become to study their own highly honored language! A language may be regarded as an organism, Etymology answering to Anatomy and Physiology to Syntax. What folly, therefore, to reverse the order of things and attempt to unfold the

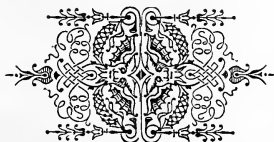
logical relations of sentences, passing by the broad and beautiful field of Etymology with no grouping of its words, and the mind of the scholar filled with dry definitions and obscure Rules! No wonder the scholar finds it unpleasant to ride backward, and the teacher hard work to reconcile him to this continued prosecution of his journeying in that style. Without raising issues of little importance, or discussing thousands of niceties upon which the best grammarians will differ, I propose *fairly* and *squarely* to meet the common difficulties of Etymology and Syntax. These are the points where both the teacher and scholar require aid. The history of the language and floods of curious detail have not, and never can, meet the case. It would seem presumptuous, I am aware, to think of untying this Gordian knot, when so many have attempted it in vain. But peculiar

providences and the unhesitating approbation of literary gentlemen whose opinion it would be consummate folly to treat with disrespect, have co-operated with my own distinct convictions to present to the community the ideas suggested in the following pages.

The urgent demand for "a book," awakened by some verbal statements on this *New Method*, has necessarily precluded polished detail on many points. But the *principles*, I believe, are correct; and, when fully understood and happily applied, will be received as the "ne plus ultra" in aiding our youth in acquiring a knowledge of the principle elements of the Anglo-Saxon language. I have no hesitation in appealing to enlightened and benevolent mind, seeking the best interests of the young and their most rapid advancement in sound learning. Progress is the spirit of the age. Let us not become

alarmed at new modes of arriving at truth, while “we put to the test all things,” and “hold fast the beautiful.”—*1 Thes., v, 21.*

All teachers of practical experience are invited to make suggestions, which will be thankfully received and carefully examined. And when this little work has proved its worthiness, as I trust it will in due time, all efforts to give it a broad circulation will bless coming generations and aid in elevating our common humanity.



SUGGESTIONS TO TEACHERS.

1. The principles suggested in this little treatise are few, but see that you fully understand each item before you attempt its inculcation and illustration. This improved method pays no premium on stupidity.

2. Not only select illustrations, but require your scholars to do the same, giving them time to do it.

3. Require each scholar to bring a dictionary—quarto, if possible.

4. Require the free use of the pen in writing on topics assigned. Bacon says, "*Writing makes an exact man.*"

5. Require each scholar to speak with freedom and correctness—not using always

the same little circle of words to express his thoughts.

6. Keep in mind the fact that we do not learn to talk by the aid of grammatical rules, but by imitation. Therefore, select and read to your scholars pieces of fine oratory and poetry. Fill their minds with noble ideas of manly conduct on various topics.

7. Point out the *beauty* of well-chosen words and well-arranged sentences. "A word fitly spoken is like apples of gold in pictures of silver."—*Prov., xxv, 11*.

8. Rouse your scholars to think vigorously and rapidly without being mad and coarse in language.

9. If you desire your scholars to be anything in the world, give them *stirring motive* and *keep it before them*.

ETYMOLOGY.

Under this element of grammar we shall endeavor to ascertain what is meant by the term “*part of speech*,” and their number.

I.

PART OF SPEECH.

1. Ex.—*The studious student studies studiously.*

These last four words resemble each other. They all begin with s-t-u-d, and in that item they are alike.

But they differ in their endings. What are the endings?

Ans.—*I-o-u-s, e-n-t, i-e-s and i-o-u-s-l-y.*

2. But these four have different meanings. Let us see whether we can see any difference.

What is the difference between *studious* and student?

Ans.—*Student* means one who *studies*, and *studious* means a student who studies attentively; i. e., a student and what kind of a student.

And what is the difference between *studies* and *studiously*?

Ans.—One word shows the act of studying and the other shows how the studying is performed.

These four words we call different *parts of speech*.

They look differently, they act differently, they are different. Can all see it?

3. But what do grammarians call them?

Ans.—They call *student* a noun, or name. They call *studious* an adjective because it

qualifies, telling what kind of a student. They call studies a verb because it is the *lion* of the sentence. And studiously they call an adverb because it modifies the verb.

These are all the *real* parts of speech. Take any group of words from one root or stem and see whether more parts of speech can be obtained. Take the dictionary.

Again, if all language is made by merely modifying the subject and predicate, how can there be more than four parts of speech? Are not $2\frac{1}{2} \times 2 = 4$? Do we know anything of anything more than the thing and its qualities? And do we know anything of an act more than the act and its quality? Try it. Take *student* again. The student and his character is all we can know about him. Time, place and circumstances do not change the real character. The same is true of his

conduct. *Speech* is a thought expressed by a word having a rational content or soul in it.

Ex.—John is a scholar.

Scholar is a part of speech. Since there is a rational idea in the term scholar, the word has got a soul in it. A soulless word should not be called a part of *speech*.

Again, let us compare some of the terms thrust in among the actual parts of speech and called by the same honorable name.

Things should never be classified together without items of resemblance. Who would think of putting pigs and lambs into the same class? or doves and crows into the same category? What is there in common in an Adverb and a Conjunction? A Conjunction joins words or sentences. But an Adverb modifies a Verb, an Adjective, or another Adverb. So we may take an Adjective and a

Preposition. An Adjective qualifies or specifies, while a Preposition goes before a word to attach it to some portion of a sentence. The same may be said of an Interjection, which is a word thrown into a sentence. The Pronoun is a mere substitute for a Noun. Now subtract the Conjunction, the Preposition, the Interjection and the Pronoun, and we have only four left, as before. How things so unlike came to be classified together I am not informed. That they have been cannot be questioned. That English Grammar has eight or nine parts of speech has been pricked into us like powder into a sailor's arm. I was fooled in the same way with thousands of others. And now suppose we should fool ourselves still more by adhering to our folly. And yet some may be as silly as some are in rejecting the Sacred Scriptures Revised.

Ask modern grammarians what they mean by a part of *speech*, and most would be attacked by that disease that prevails so abundantly in the recitation room—"vox hæsit faucibus"—his voice stuck to his jaws.

It is true that our language has not been ruined by all this folly, for we learn to talk not by grammatical rules but by imitation, and a happy thing it is for us, for had our talking been as slipshod as our grammar, our speech would be but a heap of rubbish, or like the ruins of some ancient city.

Let those who laugh at Salem witchcraft and the Blue Laws of Connecticut, as though we are too shrewd to be duped by tradition, be pointed to the fact that the Anglo-Saxon family have been fooled eight times as long by their grammar as the Children of Israel were in the wilderness.

Again, we are informed that the English language has eight, some say nine, parts of speech, as though other nations might have more or less than that number. Whereas, all languages are substantially alike. They may not, in all stages of their history, be equally developed, but all their grand elements must be the same. They need the use of the same parts of speech, and no more. How could they hold rational intercourse with each other without using the same parts of speech? It is said the Chinese indicate the relation of one word to another by the position which they give them in writing. But then they must have verbs and nouns as we have them, and the same parts of speech generally.

BECKER'S CLASSIFICATION.

In 1858, Mr. William C. Fowler, then a late Professor of Rhetoric in Amherst College, published an English Grammar, giving the Classification of a Mr. Becker.

This theory does not seem to have been fully adopted by the Professor, though it seems to be manifestly the true one, so far as the number of parts of speech are concerned. The Noun, Adjective, Verb and Adverb he calls *Notional words*; the Preposition, Conjunction, Pronoun and Interjection are called Relational words. If the terms "Notional" and "Relational" be changed to Logical and Accidental, common minds might more readily apprehend their meaning.

A possible objection to the Classification, that a Relationship is unworthy to be called a part of speech.

If we mean by *part of speech* a word having a real content, then Relationship is precluded; for mere Relationship does not contain an existence or any quality of an existing thing. But suppose that Relationship were admitted to be a rational verity, how would that verity compare with the quality of an Adjective? or the Reality of a Noun? The concrete Noun is an actual existence. The abstract Noun implies an actual existence from which the Noun is derived. Hence, notions so different mutually exclude each other from the same classification.

VARIATIONS OF THE PARTS OF SPEECH.

The term for *actual* part of speech we will designate Logical, and the other terms, usually combined with them, we will call Accidental.

1. *The Accidental* are invariable, excepting the Pronoun. This should be memorized. And so all Pronouns.

2. *The logical parts of speech*.—The Noun has four cases: the Nominative or Subjective, the Possessive, the Objective and Independent.

3. *The Adjective* has three degrees of comparison.

4. Some Adverbs are compared.

5. SYNOPSIS OF TENSES AND MODES.

Tenses.

I call—Present. I have called—Present Perfect.

I called—Past. I had called—Past Perfect.

I shall call—Future. I shall have called—Future Perfect.

Modes.

I call—Indicative. If I call—Subjunctive.

Call thou or do thou call—Imperative.

To call—Infinitive. Calling—Participle.

All these forms should be perfectly committed to memory.

A model conjugation of the verb *am* should be made out by each student, and perfectly committed.

Then the verb to be, through the Subjunctive.

Some regular verb should be conjugated *actively* and *passively*.

Other items respecting verbs will be noted in Parsing.

II.

ERRORS OF THE USUAL METHOD OF STUDYING ENGLISH GRAMMAR.

1. The statement is boldly made that English Grammar “teaches to speak and

write the English language correctly.” The student usually does not realize any special benefit from its study for years, save a little verbal criticism. No beauty nor breadth of etymology is seen. No eloquent emotion is awakened and no power of expression is secured. The study becomes dry and peculiarly unwelcome; and, in some instances, absolutely vexatious and disgusting.

2. All *grouping* of words into families is ignored, and the dictionary is rarely consulted, except to learn the meaning of a few words, their spelling or parts of speech. The grouping of words, and especially when the fact is known, is a delightful and profitable exercise. The words are seen in their respective families, resembling each other, and each discharging a different office. The pointing out of these offices on the board becomes pleasant and useful in the study of

the language. Thus sorrow is turned into rejoicing.

3. The scholar feels that his information is augmented, and that he is deriving immediate benefit from this branch of education. His awakened state of mind naturally leads him to put forth more vigorous and manly effort in other directions. Blind definitions and dry abstractions did not produce such results.

4. The old method taught that there were eight parts of speech—a sad mistake. It jumbled things together which should have been kept separate. The mind of the learner became bewildered and vexed in this confusion of things. Thus years of time and thousands of dollars are annually thrown away by this misapprehension.

5. A world of detail has been mixed with the essential elements of grammar, thus rendering “confusion worse confounded.” It

would be difficult to find in the records of human folly a more humiliating and expensive error than this grammatical mistake under which the Anglo-Saxon race has been living for centuries. It is absolutely, crushingly painful to think of the waste of time, of money, and mental effort, in consequence of such a blunder. And yet the fact is as manifest as the light. The man who cannot see it must have little to account for. Let us be humble in view of this gigantic blunder, and be thankful that a better day dawns upon us.

REVIEW OF ETYMOLOGY,

AND PREPARATION FOR SYNTAX.

1. Let every essential item pass under a rigid review without the board.
2. Obtain, if possible, a dictionary in which the words are grouped in families.

3. Here examine the subject of Punctuation. (See Wilson's treatise, Boston.)

4. Mental Philosophy should be studied for two weeks, so that the scholar can analyze thought. Writing and speaking exhibit the working of mind. In analyzing sentences, we need the ability to trace the laws of mental action. Words give the points where the mind reveals itself, and then thought may flash over a sentence, making no verbal disclosure. Here mental philosophy is needed to exhume the secret thread of thought. When the line of logical thought is laid bare, Parsing is no difficult matter. But, if that line is not distinctly seen, all is hap-hazard.

SYNTAX,

OR COLLOCATION.

Syntax—from two Greek words, *sun* (with) and *tasso* (arrange)—thus it means arrangement, or arrangement with. In Mat., xxvi, 19, the Greek gives the same word, arrange with; which is rendered in our translation, “And the disciples did as Jesus had appointed them.” If rendered more literal, the exact idea would seem better expressed. Thus, “And the disciples did as Jesus had arranged with them.”

The word *web* would well express the idea of Syntax. Prof. Fowler hits the point happily: “Etymology deals with the forms

of single words, and teaches the office and power of different parts of speech. Syntax deals with groups of words, and shows how to combine the several parts of speech together in propositions and sentences."

A great variety of sentences may be constructed, classified and analyzed; but as this work is elementary and aims at *method* rather than at extended detail, a few kinds only will be suggested and analyzed.

"All great systems of philosophy are simply METHODS: they do not give us the material of truth, they only teach us how to realize it—to make it reflective—to construct it into a system."—MORRILL'S PHILOSOPHY OF RELIGION.

I.

SIMPLE SENTENCES.

1. *Milton wrote.*

This is a simple sentence, and a simple proposition also.

Milton is the subject and wrote is the predicate.

The subject and predicate are both unmodified.

2. *The poet Milton wrote poetry.*

In this sentence both subject and predicate are modified.

3. *A good scholar attends to his business.*

Here the subject and predicate are both modified.

II.

COMPOUND SENTENCES.

Such sentences are constituted by joining a co-ordinate or subordinate sentence to a simple one.

1. *The sun and moon shine*; i. e., the sun shines and the moon shines.

These sentences are co-ordinate.

2. *Intemperance ruins thousands.*

This is a simple sentence. The subject is unmodified. But the predicate, ruins, is modified by the word thousands.

Pars.—Intemperance is a common noun, third person (because spoken of), singular number, and subjective case of the verb, ruins.

[All common nouns do not admit of classes. And the name *proper*, when applied to a noun, does not mean proper, but *peculiar*.] Ruins is a regular, active, transitive verb, indicative mode, present tense, and agrees with its subject in person and number.

Thousands is a common noun, plural number, objective case, and governed by the verb, ruins.

RULE 1.—*Transitive verbs in the active voice govern the objective case.*

2 Ex. John and Joseph go to town.

This sentence is co-ordinate, as John goes to town, and Joseph goes to town. The subject is compound, and *to* is a preposition governing town.

RULE 2.—*Prepositions govern the objective case.*

3 Ex. He visited Athens that he might witness its ancient ruins.

Pronouns are subject to the same rules as their nouns. *That* is a conjunction and joins the two sentences.

RULE 3.—*Conjunctions connect words and sentences.*

4 Ex. "I, Paul, have written it with mine own hand."

Have written is a verb in the indicative mode, perfect present tense, and agreeing with I. Mine own: own is used intensively.

RULE 4.—*A noun explaining another noun, by apposition, is put in the same case.*

Paul was called to be an apostle.

Was called is a verb in the passive voice, indicative mode and past tense. A passive verb is usually made by a perfect participle

of an active verb joined to some part of the verb to be. *Come* and *go* may assume a passive form and be styled neuter passive verbs.

The Participle.—Sometimes it possesses a verbal element, and at other times it appears as an adjective. When the perfect *form* loses time, then it becomes an adjective; and sometimes the present participle becomes an adjective. We find it in five forms:

Loving—Present.

Having loved—Perfect.

Being loved—Present.

Loved, and Having been loved—Perfect.

RULE 5.—*To be*, in the last example, is a verb and governed by the verb *was called*. *The infinitive mode may be governed by a verb, noun or adjective.*

RULE 6.—Time and distance may be in the objective.

Ex. He lived a *long time* in poverty and want.

RULE 7.—Two cases may follow many verbs, though a preposition might be supplied to govern one.

Ex. He asked me a question; i. e., he asked a question *of* me.

RULE 8.—*Participles refer* to their subjects.

Ex. “If the changes can be effected by the modes *prescribed* in the constitution itself.” *Prescribed refers* to modes. It need not be parsed as a part of a passive verb, thus: *modes which have been prescribed*.

Ex. “He stood *leaning* on his staff.” *Leaning* refers to *he*.

The participle may become a verbal noun, thus: “I am weary with *teaching* stupid children.” Here it may be regarded as a verbal noun governed by *with*, while it gov-

erns children, a noun. Or, *with* may govern the phrase, *teaching stupid children*, as a noun.

A noun joined with a participle may be independent.

Ex. "The sun rising, we started on our journey."

RULE 9.—The word *what* may sometimes be equivalent to that which, or those things which.

RULE 10.—The Adjective may sometimes be used as an Adverb.

Exs. He grew *old*. He went *deepest* into the subject.

One adjective may modify another.

Ex. The *deep* blue sky was over us.

RULE 11.—*As*, may sometimes be a relative.

Ex. Appoint such men to office *as* will meet the exigences; i. e., such men who, etc.

As, meaning *so*, is an adverb.

RULE 12.—An Adverb may begin a sentence that modifies a preceding sentence.

Ex. *However*, we will pay the debt; i. e., however that may be, we will, etc.

Adverbs may be used in the place of phrases.

Exs. He dug *just* below the surface of the earth; i. e., he dug to a short distance below, etc. He went nearly round the world; i. e., he came near to the point of going, etc.

RULE 13.—Any phrase or sentence may become a Noun, in the grammatical sense of that term.

RULE 14.—A Noun of multitude, when conceived as *one*, requires an agreeing verb in the singular; but when the conception is plural, the verb must be plural.

Ex. The *multitude* pauses as we pass.

Again : The multitude in confusion rush into the street and cry, fire !

MODE OF PARSING.

1. Arrange the sentences in logical order.
2. Specify their character.
3. Point out the subject and predicate.
4. Give the part of speech of each word and show grammatical authority for what is said of it.
5. Parse each word according to the *office* it fills in the sentence examined.

Or, Syntax may be divided into several parts, and the process of Parsing conducted accordingly, thus : Etymological, Governmental, Conjunctive, Identical, Quantitive and Independent Parsing.

Rems. 1.—Remember that we learn to talk by imitation and not by grammatical rules.

2. The mere grammatical forms of speech do not make *eloquence*. But "logic, set on fire," must fill the *forms* of grammar to give us polished eloquence.

3. Having these *definitions* and principles firm in mind, *use common sense*.

ANOTHER FORM OF STUDYING GRAMMAR.

Rhetoric may be prosecuted as the main thing, while Grammar is studied as subordinate.

This method would be much better than the usual plan, since *Rhetoric* is far more pleasant to the scholar than Grammar, and seems a thousand times more useful. Thus *Rhetoric* and Grammar may be studied harmoniously.

Again, this latter course would wisely follow the former, silencing all complaint that

Grammar is dry and seemingly of little or no value.

If the youth of our Anglo-Saxon family will thoroughly master this little book, they may thankfully apply to themselves Ps. xl, 2 —“He brought me up out of an horrible pit, and out of the miry clay, and set my feet upon a rock, and established my goings.”



CONCLUSION.

To the Citizens of Henry County, Ill. :

Friends, quondam pupils and teachers of youth—I am happy that *Divine Providence* permits me to place this little manual in your hands, believing it will bless your children in future generations.

I wish that I could have had more time, that I might have done the *subject* better justice, as well as *myself*. I have not labored to reduce this branch of education to mere pap for children on the one hand, nor to insult fair-minded youth on the other, by requiring them to solve problems when no leading rules or hints had been given.

I make no apology for the principles set forth, for they will take care of themselves. I only wish that more time had been allowed me.

Yours truly,

THE AUTHOR.

May, 1881.

APPENDIX.

A.

In 1850, Prof. Day, of Hudson College, Ohio, published a work on Rhetoric, using this language: "The attention of learners has thus been turned chiefly or solely upon style. The consequence has been, as might naturally be expected where manner is the chief object of regard, that exercises in composition have been exceedingly repulsive and profitless drudgeries. * * If the mind be turned mainly on the *matter*, * the exercise of composition becomes a most interesting, attractive and profitable exercise."

During the Dark Ages, a liberal course of study embraced Grammar, Logic, Rhetoric,

Arithmetic, Geometry, Singing and Astronomy. The three first were called *The Trivium*, and the four last were called *The Quadrivium*. Hence, we see that Grammar and Rhetoric were embraced in the Trivium, and both become pleasant studies when pursued aright. And the other item in the Trivium, Logic, would be comparatively unpleasant, also, if applied to questions in discussion having no interest. But let the questions be of the most thrilling interest, and the mind springs into vigorous action.

B.

METHOD OF USING THE BOARD.

Thus: $\frac{\text{N.}}{\text{Pro.}} \frac{\text{A.}}{\text{Art.}}$ | V. Ad. Prep. Con. Inter.

I.—1. Let some scholar read while the teacher points out the various parts of speech.

2. Then reverse it; let some scholar point out the parts of speech while the teacher reads.

3. Let one scholar read while another points out the parts of speech.

Let this exercise be practiced daily until rapid accuracy is secured.

II.—The exact meaning of each part of speech should be firmly fixed in the mind. All hesitation should be expelled.

III.—Show how Phrases become parts of speech.

1 Ex. *To see the sun* is desirable.

To see the sun is a noun, and subjective case to the verb *is*.

2 Ex. *The good for nothing* boy told me so.

The good for nothing is an adjective and modifies boy.

That a sentence may become a noun should be dwelt upon until fully understood.

IV. The board should be used at first. But it should have its limits.

1. The lesson may be reviewed without the use of the board.

2. Let all the lessons be progressive.

3. Let the teacher name any one of the four parts of any theme, and call for the other. Then let the scholars do the same.

4. Where the class can recite alone, let recitations be carried on without any book or even light in the room. This may produce a little fun at first; but it will soon be found that thought will be necessary to conduct such an exercise.

None but thinkers are fit for teachers, and none but thinkers can ever become scholars.

TESTIMONIALS.

GENESE0, ILL., March 31, 1881.

I have heard Prof. Waldo explain briefly his improved method of teaching English Grammar, and am favorably impressed with his ideas. To the average mind of beginners, Grammar is a dry, blind study. This plan, in clearness and simplicity, seems to bring the task to the level of the ordinary capacity of young learners, and to make it, from the first, comparatively easy and interesting. I think it is philosophical and eminently practical. The Professor's well-known scholarly attainments should commend his new method of Grammar for a careful examination by all teachers and friends of young pupils.

M. J. MILLER.

*Pastor of Unitarian Church.
Graduate of Cambridge.*

CORNWALL, April 14, 1881.

Having enjoyed a few interviews with Prof. Waldo, of Geneseo, on his new plan of teaching English Grammar, I am convinced that, when his system is brought before the public, it will revolutionize this department of education.

Incredible as it may seem that any new light of marvelous beauty and importance could be thrown upon a science that has engaged the best intellect of the world for more than two hundred years, yet, that the Professor named has succeeded in doing this, in his new system of the study of our national tongue, no intelligent educator will question after acquaintance with his views. That a branch of study almost universally regarded as dry, irksome and unwelcome by all pupils, should be lifted at once out of such popular disrepute, and placed among the most pleasing and fascinating of all studies, may seem too incredible for belief. And, that all this can be secured at a great saving of time both to tutor and pupil, certainly adds additional value to the scheme. Yet such are the facts. And the public may

rest assured that this known educator is not actuated by any catch-penny device or scheme in presenting his views on this subject for their consideration. A simple examination must convince every fair-minded searcher for truth and light that all that is claimed can be more than realized. Time will prove him a public benefactor. And, it is to be hoped that the Professor will, at his earliest convenience, give to the public his system, in completed form, ready for introduction in all our schools and institutions of learning. I cordially indorse his plan and commend his views to public regard.

F. I. MOFFATT.

Pastor of Presbyterian Church in Cornwall.

Graduate of ———, Penn.

GENESEO, ILL., April 18, 1881.

PROF. S. H. WALDO—*Dear Sir*: I look back to my school-boy days with much pleasure, yet not altogether unmingled with regret over wasted time and opportunity. With ambition to succeed, I was constantly trammelled by the uncouth book then in use

called "English Grammar." "Task" was a good name for its daily study, for that study each day brought its load of wearisomeness. Each lesson convinced me that something was wrong, and that this study should be made more plain and attractive. When I commenced Latin, and found how far in advance of the English its Grammar was, in respect to plan and perspicuity, I was more than ever convinced of the necessity of a radical reform in the mode of teaching English Grammar. Having given considerable thought to your new system, and well knowing that you would never have introduced it until rooted and grounded in the faith of its excellence, I congratulate you upon your success—and not you alone, but the great army of youth who, in the years to come, will certainly find it a correct method by which they may be rapidly and effectively instructed in English Grammar, while at the same time the prosecution of its study will be to them both pleasing and deeply interesting.

Your work denotes progress, with a new and better way for the application of

thought, and if it were a Latin Grammar I would select as a motto for its title-page the words, "Vestigia nulla retrorsum."

Very resp'y,

J. M. HOSFORD.

GENESECO, HENRY Co., ILL., May 23, 1881.

I wish to say to all whom it may concern that I have had about twenty years' personal acquaintance with Prof. Waldo—have viewed him as a competent educator of youth, and, withal, an untiring, persevering student himself; and that his new method of teaching English Grammar is worthy the attention of educators and scholars throughout the country. Twenty years' experience at the head of public schools in several States, during early life, gives me confidence in speaking thus favorably of Prof. Waldo's new mode of teaching grammar.

JOEL WARE.

GENESECO, ILL., March 29, 1881.

Prof. Waldo has suggested to me a new scheme for teaching English Grammar. It appears to me philosophical, and a great im-

provement on the usual methods of teaching that branch of education. It appears to me worthy the prompt attention of scholars and teachers.

Prof. Waldo has had a long and successful experience in giving instruction; which fact ought to satisfy the community that he understands those things that he attempts to teach.

MERRITT MUNSON.

GENESEO, ILL., April 28, 1881.

English Grammar, which is one of the most important of all studies taught in our public schools, is also one of the most vexing, difficult and hard to grasp by the average scholar as it is generally taught.

Whoever would so systematize this branch of study that it could be made both clear and interesting to the average pupil, would be doing a great public service.

Such a work, I think, has been accomplished by Prof. Waldo in his new system of teaching grammar. Having carefully considered his method, I am convinced that by its adoption any teacher could, in a short time, enable

a class to master all the essential points of the study, while, at the same time, enlarge their vocabulary and develop their reasoning faculties much more than could be done in the old way.

I fully deem it worthy the careful consideration of all educators.

ALBERT BUSHNELL.

*Quasi Pastor of Congregational Church.
Graduate of Williams.*

COPY OF TESTIMONY GIVEN BY PUPILS.

Mr. Waldo's method of teaching English Grammar surpasses any that we have ever seen. He renders the study pleasant and rapid.

No other method, that we have seen, is worthy of mention in comparison with it.

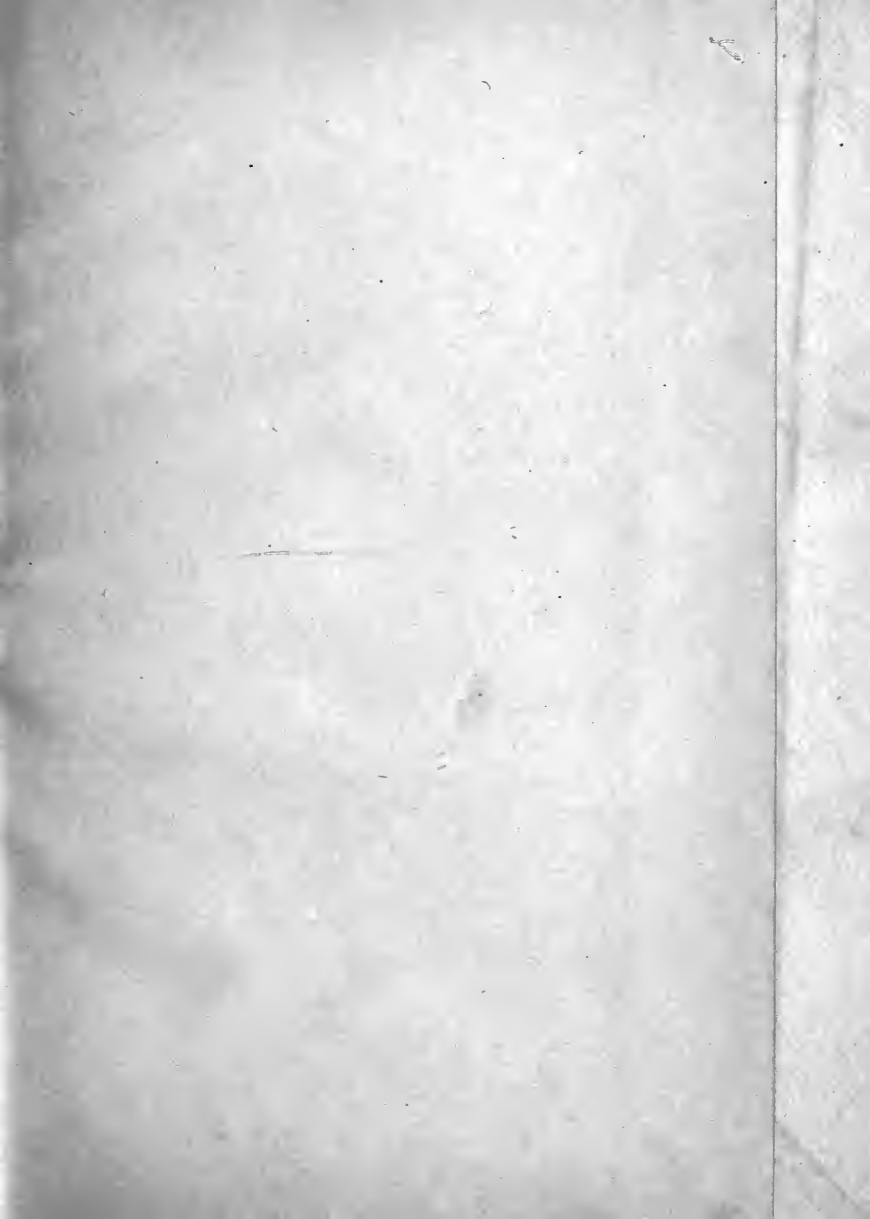
ALBERT M. CARLS.

ERNEST H. CARLS.

FRANK H. SMALL.

GUST EKMAN.

GENESEO, April, 1881.







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